EXTENSIVE READING AND CLIL
(GIOVANNA RIVEZZI)

Liceo Scientifico e Linguistico "E. Bérard" Aosta

Liceo Scientifico e Linguistico "E. Bérard" Aosta

School year 2013-2014:

Liceo scientifico: 438 students

Liceo linguistico: 276 students

Total number: 714 students

Number of teachers: 80 teachers

AOSTA VALLEY AND FRANCE

- Aosta is not far from the French border

- French studied from a very early age (L2)

- English (L3)

"READON FOR ECLIL"
EXTENSIVE READING

Our school is taking part in "ReadOn for eClil"

Promoters:
- Ministero Istruzione, Università e Ricerca
- British Council
- British Embassy Rome
- Oxford University Press

Period:
 school years 2012-2013 /2013-2014

School year 2012-2013

- Teacher training sessions:

- 31.01.13 (Rome – MIUR)
- 21.03.13 (Rome – British Embassy)
- 23.04.13 (Rome – MIUR)

- Several webinars (virtual environment)

School year 2013 – 2014:

Teacher Training sessions:

- 08.10.13 (Rome – British Embassy)
- January 2014
- May 2014

- Several webinars (virtual environment)

RATIONALE BEHIND THE PROJECT

- *"People learn to read, and to read better, by reading"* (Eskey)

FIRST STEP

- "Mobile library" (March 2013)

- ScuolaBook software (April 2013)

THE MOBILE LIBRARY

- The "mobile library" consists of 61 books, among which:

Novels / short stories: 37

Plays: 6

Biographies: 13

Essays: 5

- The class appointed a "class" librarian
- The class devised an efficient book-loan system

- The "mobile library" works as an ordinary library: the students borrow their books, take responsibility for the conditions of the book and "pay" for any damage.

SUBSEQUENT STEPS

- Baseline evaluation test
- (established the initial level of English of each individual student)

- Final evaluation test

  (end of school year 2012-13)

KEY IDEAS BEHIND "EXTENSIVE READING"

"People learn to read, and to read better, by reading" (Eskey)

KEY IDEAS BEHIND "EXTENSIVE READING"

"Reading vast amounts of materials may foster competence in the foreign language" (Krashen)

KEY IDEAS BEHIND "EXTENSIVE READING"

- <u>Graded Readers:</u> from level 1 to level 6

- The students may choose the level which best suits their needs:

- 1) neither too difficult nor too easy;

- 2) challenging, because one step beyond their language ability.

KEY IDEAS BEHIND "EXTENSIVE READING"

- "input + 1" hypothesis (Krashen)

- The "comprehensible" input is one step beyond the student's language ability.

KEY IDEAS BEHIND "EXTENSIVE READING"

- <u>Reading for pleasure</u>: the students choose their books freely, based on their likes.

This activates an "affective filter" (they want to know how the story ends)

KEY IDEAS BEHIND "EXTENSIVE READING"

- <u>Reading with no pressure:</u> stress-free experience, since there is no specific test at the end of a single book

KEY IDEAS BEHIND "EXTENSIVE READING"

- <u>Reading at one's own pace:</u>   SS can take   the books home, since they are "responsible"   for the state of their own books (the mobile library works as an ordinary library)

- Books may be used as "gap fillers"

 SS may be allowed to read their books on a number of occasions (while other SS are being tested , etc)

KEY IDEAS BEHIND "EXTENSIVE READING"

- Uninterrupted Sustained Silent Reading

(USSR)

The teacher may organize USSR sessions in which both SS and Teacher are involved in their reading experience, which also functions as a "cohesive" group activity.

BENEFITS OF EXTENSIVE READING

"Linguistic" benefits

Reading for "the sake of reading" allows SS to:

1) Learn huge amounts of words without realizing they "are" learning;

1) Become familiar with specific grammar and syntax that can be "reused" at the moment of writing;

1) Be exposed to a wide range of literary genres.

BENEFITS OF EXTENSIVE READING

Extra-linguistic benefits:

1) Improvement of SS's concentration span;

2) Acquisition of a life-long desire for books.

EXTENSIVE READING VS. INTENSIVE READING

EXTENSIVE READING	INTENSIVE READING
- deductive way of reasoning - From general to specific	- inductive way of reasoning - From specific to general

24

EXTENSIVE VS. INTENSIVE READING

○ Extensive reading:

1) SS read vast amounts of books;

2) Learning occurs but it is not tested "directly";

3) indirect, long-term evaluation.

○ Intensive reading:

1) text-based

2) SS read (or listen to) a text;

3) SS are asked to:

- "understand",

- study vocabulary,

- detect "figures of speech"

4) Text: object of teacher's assessment

EXTENSIVE READING TEACHER PROFILE

Extensive reading teacher	Intensive reading teacher
Role:	Role;
° facilitator	° decision-maker
° fellow reader	° judge
°learner	

EXTENSIVE READING TEACHER PROFILE

- "ER teachers are passionate volunteers who believe in the trasformative power of stories and reading".

- "The ER teacher doesn't feel threatened by freedom of choice of the students".

(*Nina Prentice*)

EXTENSIVE READING:
ACTIVITIES FOR SCHOOL YEAR 2012 - 13

April 2013: (Activity 1)

   The SS brought their books to school and were interviewed about them.

- Examples of questions:

1) What did you like best about your book?
2) Illustrate an episode in the book that was particularly interesting.
3) Give at least two good reasons for reading the book.

   After the "interview", each student left his book on the desk for his/her classmates to see and choose.

BLUE-SKY THINKING APPROACH

- Class examination of book titles and covers (especially thrillers) with the aim of "eliciting" ideas from students.

- This led us to introduce:

1) The "Gothic novel" (fear, the supernatural)

2) Gothic architecture (in collaboration with art colleague)

Art teacher:

SS were provided with materials about:

- The main features of Gothic architecture;
- The spread of "Gothic architecture in Europe" and England.
- Comprehension exercises & vocabulary exercises about the above.

30

GOTHIC ARCHITECTURE – GROUP WORKS

- The SS were divided into four groups and asked to look for some info (in English) about:

- King's College Chapel – Cambridge
- Notre-Dame de Paris
- Milan Cathedral
- Lincoln Cathedral

- They were allowed to use both paper and internet material for their research

FOLLOW UP ACTIVITIES

Task assigned:

1) In your group compare and contrast at least two of the above Gothic monuments.

2) Detect common features of Gothic monuments across some European countries.

WHAT DID THE STUDENTS LEARN?

E.S.P. (English for Specific Purposes)

- ……..that any scientific branch has its own "jargon"
- …….that "Art" has its own language.

IT IS ADVISABLE TO WRITE ONE'S OWN ART GLOSSARY.

ACTIVITIES FOR SCHOOL YEAR 2013-2014

Activity 2

SS were invited to:

- write a "review" or "trailer" of some of the books they had read during the summer

- Describe some of the most interesting characters of your books,

- SS' Reporting activities

34

INTRODUCTION OF MAIN LITERARY GENRES

- SS were familiarized with the most important literary genres:

- Poetry
- Prose
- Drama

- Differences across sub-genres (ex. what makes a novel different from a short story?)

- With reference to prose:

- Novels
- Short stories
- Essays
- Biographies

FEATURES OF THE NOVEL / SHORT STORY:

- Plot
- Time setting
- Place setting
- Characters
- Narrator
- Point of view
- Theme

DIFFERENCE BETWEEN "FLAT" AND "ROUND" CHARACTERS IN FICTION

- Flat characters are characters with no personality.

- Round characters generally develop as the story unfolds.

- In order to explain the difference between "flat" vs. "round" characters in the novels, the SS were asked to refer to examples of painting (bi-dimensional) and sculpture (3-D).

"FLAT" VS. "ROUND" CHARACTERS

FLAT

- Analysis of the mosaics of "Sant'Apollinare Nuovo".

- Examples of Byzantine art, with hieratic posture and no "individual" traits

ROUND

- Greek sculptures (Skopas, Praxitaeles, Lysipos)

- Realistic approach. Depicted in a naturalistic way, with an enphasis on energy and power.

- Twist of the statues' bodies conveys idea of movement and dynamism.

"FLAT" VS. "ROUND" CHARACTERS: INDIVIDUAL TASK ASSIGNED

<u>Flat characters:</u>

- Look for some info about the mosaics which can be found in "Sant'Apollinare Nuovo" and "Sant'Apollinare in Classe".
- Describe the main characteristics of the people painted in the mosaics and find key-words to describe them.
- Compare them with specific flat characters that you have come across in your book(s).

FLAT" VS. "ROUND" CHARACTERS: INDIVIDUAL TASK ASSIGNED

Round characters:

- Look for some info about the statues by one of the following sculptors (Skopas , Praxitaeles and Lysipos);
- Describe the main characteristics of the statues, with specific reference to the movement of their bodies and find key-words to describe them.
- Try to draw a correlation between some of these statues and specific round characters that you have come across in your book(s).

42

FLAT VS. ROUND CHARACTERS: GROUP TASK

○ Flat characters

1) Compare "flat" characters in some of your books with "flat" characters from your classmates' books.

2) Decide why they are "flat"

○ Round Characters

○ 1) Compare some "round" characters in your books with "round" characters from you classmates' books.

○ 2) illustrate specific situations which make them "round"

43

"FLAT" VS. "ROUND" CHARACTERS

Individual end-of-module test

- With reference to one of the books from the mobile library, write a profile of a "round"character and contrast it with a "flat" one. Give evidence for your choice.

SCHOOL YEAR 2013 - 2014

Activity 3

- Reading of several tragedies and comedies (from library)

- Romeo and Juliet
- The Merchant of Venice
- A Midsummer Night's Dream

- Class discussion about DRAMA in the Renaissance:

THE FIRST PERMANENT THEATRES IN ELIZABETHAN ENGLAND

- Drama: a full-scale social phenomenon in Elizabethan England

- The first permanent theatres were built in a way which suited the cultural needs of the period ("The theatre" J. Burbage)

- 1) The front stage was surrounded by the audience
- 2) "Popular" audience on the ground floor (groundlings)
- 3) The rows of galleries were for the upper classes
- 4) And……… much more

MATERIALS ABOUT TWO THEATRES BUILT IN THE SAME PERIOD

- "The Globe Theatre – London – sixteenth century
(text adapted from the Internet)

- "Teatro Olimpico" – Vicenza – 1599
(video from the Internet with T/F comprehension
  exercise + vocabulary study)

COMPARING THEATRES BUILT IN THE SAME PERIOD

Elizabethan theatre	Classical theatre

- "Globe theatre" (London)

- Features

- Teatro Olimpico (Vicenza)

- Features

TASK ASSIGNED (IN PROGRESS)

- Which are the main differences in layout between the "Globe Theatre" (Elizabethan theatre) and "Teatro Olimpico" (classical theatre)?

- Look for some information about:

1) the social class/es of the people who attended playhouses in England in the Renaissance

2) The social class/es of the people who attended "Teatro Olimpico" in Italy

3) Based on your research, decide whether the different layouts of the two theatres is somewhat related to practical needs and/or the target audience.

49

RATIONALE BEHIND THE ACTIVITIES
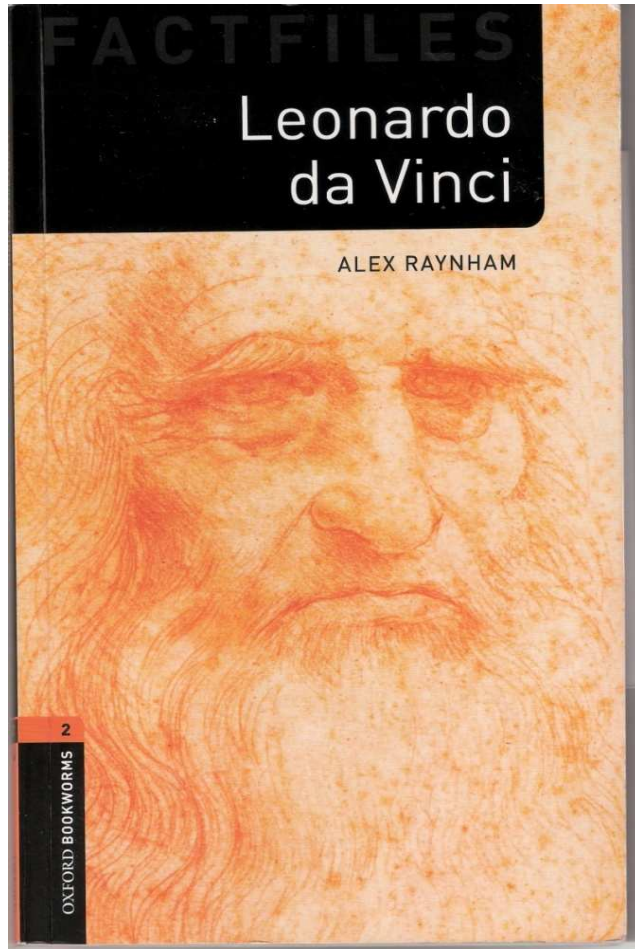
AIM OF ACTIVITIES 1, 2, 3 :

Clil content through English

But also

From L.O.T.S. to H.O.T.S. (Bloom's taxonomy).

C.A.L.P (Cognitive Academic Language Proficiency)
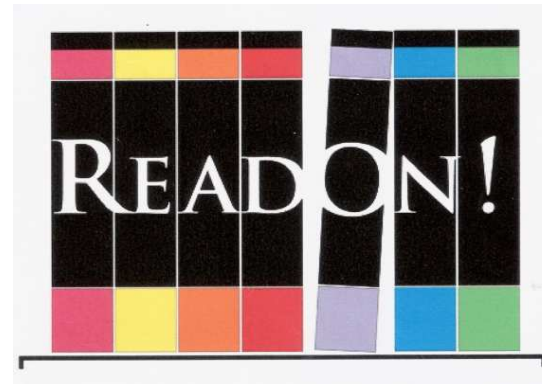
SCHOOL YEAR 2013 -2014 / ACTIVITY 4

FACTFILES: Leonardo

- The book was used by the teacher as teaching material

- CD used for listening comprehension

READON FOR E-CLIL

WHY READON?

- It is great fun!
- It fosters imagination and creativity (on the part of the students and of the teacher);
- It is a great opportunity to speak, to share experiences, to create «ideas».

IF YOU WANT TO KNOW MORE ABOUT THE PROJECT

- www.indire.it/readon-for-eclil

- www.oup.it/readon

Thank you very much indeed
for attending!

giovannarivezzi@libero.it